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| EDCI 702  Issues and Models of  Curriculum Evaluation Fall Start Cohort Program Semester 2 |  | Instructor:  E-Mail:  Phone:  Office:  Office Hours: |
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| Description This module supports candidates in their understanding of adult learning theory and professional learning communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities.  Rationale  In today’s diverse and rapidly changing school environment, leaders need tools to support teachers in their professional growth and in their focus on student learning. As schools move toward greater shared decision-making, effective leaders plan and facilitate opportunities for teachers to grow and reflect in a collaborative environment conducive to supporting meaningful change.  Goals  Module goals include deepening candidate understanding of:   * Adult learning theory in relation to continuous improvement * Professional Learning Communities in relation to continuous improvement * Methods for impacting teacher professional learning * Methods for impacting student learning * Methods for impacting outreach within diverse communities * Various models used in program evaluation  Objectives As a result of work in this module, candidates will:   1. Facilitate discussions and activities related to course goals 2. Participate in discussions and activities related to course goals 3. Conduct a district level needs assessment 4. Implement a project (SEP Component A planned in EDCI 700) to improve stakeholder engagement at the school level 5. Using findings from school and district level needs assessments, identify a program that impacts curriculum in need of evaluation 6. Create an initial plan for evaluation of the identified program 7. Using findings from the school and district level needs assessments and incorporating adult learning theory and professional learning research, create an action plan to improve professional learning at the district level  Teacher Leader Model Standards The following Teacher Leader Model Standards are addressed through readings, coursework, and completion of the evidences: Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning  * 1a - Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change * 1b - Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning * 1c - Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning * 1d - Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges * 1e - Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues  Domain 2: Accessing and Using Research to Improve Practice and Student Learning  * 2a - Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning * 2b - Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning  Domain 3: Promoting Professional Learning for Continuous Improvement  * 3a - Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals * 3b - Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning * 3c - Facilitates professional learning among colleagues * 3d - Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning * 3e - Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning * 3f - Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning * 3g - Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning * 3h - Uses information about emerging education, economic, and social trends in planning and facilitating professional learning  Domain 4: Facilitating Improvements in Instruction and Student Learning  * 4a - Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture * 4b - Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices * 4c - Supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator * 4e - Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe * 4f - Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction  Domain 5: Promoting the Use of Assessments and Data for School and District Improvement  * 5a - Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards * 5b - Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning * 5c - Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues * 5d - Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning   Domain 6: Improving Outreach and Collaboration with Families and Community   * 6a - Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community * 6b - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances * 6c - Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students * 6d - Develops a shared understanding among colleagues of the diverse educational needs of families and the community * 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community  Domain 7: Advocating for Student Learning and the Profession  * 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning * 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students * 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members |  | Texts  * Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction and assessment.* Lanham, MD: Advanced Learning Press. * Balls, J., Eury, A. D., & King, J. (2011). *Rethink, rebuild, rebound (2d ed.).* Boston: Pearson. Include workbook. * Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: ASCD. * Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools.* Thousand Oaks, CA: Corwin Press. * Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). *Program evaluation alternative approaches and practical guidelines (4th ed.)*. New York: Prentice Hall. * Marsh, C. J., & Willis, G. (2006). *Curriculum: Alternative approaches, ongoing issues (4th ed.)*. Upper Saddle River, NJ: Prentice Hall.  Evidences Comprehensive Needs Assessment (CNA)  Component B: District Level Implementation and Analysis  Stakeholder Engagement Project (SEP)  Component B: School Level Implementation  Program Evaluation (PE)  Component A: Initial Plan  Professional Learning Project (PLP)  Component A: Professional Learning Action Plan |